

## Module B - Section 1 Activity

### Support Broker Job Description

From your readings in Module A and in Module B, you will begin to see the outline of what Idaho wants for its Support Brokers. How do the responsibilities of Brokers mesh with your previous experiences? How will you meet those requirements? What might be unique in your region or town that will help or challenge you to meet your responsibilities as a Broker? This activity allows you to review what advocates in Idaho and around the country think of as a Support Broker. The right-hand column is there for you to indicate your competency level on a scale of 1 (few skills) to 10 (lots of experience). In addition, you can begin to indicate known resources, advocates and supports in your area. Reflect on sections where your competencies are lowest and indicate in the space allowed how you plan to improve on these areas or seek additional training.

#### **Value Set**

**(1.....3.....5.....7.....10)**

Supporting individuals where they are in their lives.

---

---

---

---

Understanding the people with disabilities do not want to be “fixed” or “cured”.

---

---

---

---

Believe in principles of Self-Determination for people with disabilities.

---

---

---

---

Control should be in the hands of a person with a disability, or with their Circle of Support of which they are the most important player.

---

---

---

---

Trust must be respectfully developed over time.

---

---

---

Conflicts of interest must be avoided in Order for the individual to have self-directed supports reflect his or her needs.

---

---

---

---

Respect for individual life experiences and their choices.

---

---

## **Communication**

(1....3....5.....7.....10)

Communication skills with individuals.

---

Communication skills with groups – always making sure the participant is the main focus and is engaged in the conversation.

---

---

---

---

---

Conflict resolution and mediation skills.

---

---

Writing goals that are clear and measurable. Have key outcomes and clear timelines for accomplishing them.

---

---

---

## **Planning and Development**

(1....3....5.....7.....10)

Creation of a Circle of Support.

---

Identifying strengths and needed supports through person-centered planning.

---

---

---

---

Assisting in the development of new services and supports in a community.

---

---

---

Creation of budgets using individualized funding systems and person-centered planning.

---

---

---

---

Developing and negotiating contracts with several providers, both traditional and community-based services and supports.

---

---

---

---

## **Specific Resource Development**

(1....3....5.....7.....10)

Creatively engaging the members of a community regarding potential employment opportunities.

---

---

---

Collaboration with state and local agencies regarding resources and systems.

---

---

---

---

Collaboration with traditional and non-traditional providers.

---

---

**Quality Assurance**

**(1.....3.....5.....7.....10)**

Continually seek feedback from the individual with a disability, the Circle of Support, and from providers or service.

---

---

---

Facilitate changes based on the individual's experiences, his/her Circle of Support and providers of service.

---

---

---

---

Provide feedback to the Idaho Department of Health and Welfare regarding further training, information needed and system barriers.

---

---

---

---